

Indian Country Dictionary:  
Travels of the Legacy Bus Tour

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### Blood Quantum

- Indian ancestry determined by bloodline
- Often one of the factors used to verify who is and who is not Indian
- Federal government issues Certificate of Degree of Indian Blood (CDIB)
- Tribes also have requirements for their own membership
- Strongly debated issue within and outside of Indian Country.

- Along the bus tour, there were many people who had varying opinions on whether blood quantum is a good or bad concept; some who were recognized members and others who could only claim Indian descent due to not having the required degree of blood.

### Boarding Schools or Mission Schools

- Strong assimilation through a form of education ~ “Kill the Indian, Save the Man”
- Most famous was Carlisle in Pennsylvania; off-reservation set up by Henry Pratt in 1879.
- Often had religious support and authority
- Took children of all ages from home and forced them to go to schools far away from home in effort to make them non-Indian. (i.e. cut hair, forbade language to be spoken, banned all cultural implications, taught Christianity, etc.)
- Industrial skills were taught to boys and homemaking skills taught to girls
- Tribal communities and elders are still suffering effects of boarding schools in current times.

- Haskell Indian Nations University in Lawrence, Kansas is a former boarding school once named the United States Indian Industrial Training School, created in 1884. While at Haskell, the riders were able to tour the cultural center and learn about the boarding school experience, and the transformation to an accredited college.

### Bureau of Indian Affairs (BIA)

- Created in 1824 by Secretary of War John C. Calhoun
- In 1849 transferred from the Department of War to the Department of Interior where it presently remains.
- Largest and most complex bureau in the Department of Interior.
- Mission: to act as the principal agent of the United States in carrying on the government-to-government relationship with the federally-recognized Indian tribes; and to act as the principal agent in carrying out the responsibilities of the United States as trustee for property it holds in trust for federally-recognized tribes and individual Indians.
- Objectives: encourage and assist Indian and Alaska Native people to manage their own affairs; help them facilitate full development of their human and natural resource potentials; mobilize all public and private aids to the advancement of Indians and Alaska Natives; and utilize the skills and capabilities of these people in the direction and management of programs established for their benefit.

- A sponsor of the Legacy Bus Tour, and also the driving force behind manner of the tribal experiences the riders witnessed.

### Confederated Tribe

- Tribe consisting of more than one distinct group

- The riders visited the homes of both the Confederated Salish and Kootenai Tribes, comprised of the Bitterroot Salish, the Pend d'Oreille and the Kootenai tribes, and the Confederated Tribes of the Grand Ronde Community of Oregon, which includes over 20 tribes and bands from western Oregon, northern California, and northern Nevada.

#### Federally Recognized Tribe

- Legal term meaning that the United States recognizes a government-to-government relationship with a tribe
  - Tribe exists politically in what is termed a “domestic dependent nation status”
  - Existed or evolved before original contact with non-Indians.
  - Possess certain inherent rights of self-government and entitlement to certain federal benefits, services, and protections.
- The bus stopped at the home of the United Houma Nation in Louisiana. This state-recognized tribe has been in the application process for federal recognition for 23 years. They were told in 1984 at the start of the process that it would take around eighteen months. In the beginning they met four out of the seven criteria for federal recognition and are currently waiting for a response to the rebuttal.

#### General Allotment Act or Dawes Act of 1887

- Assimilation policy to “civilize” Indians by converting them from a communal land system to a system of individual ownership ~ “Savages to Farmers”
  - Broke reservations into allotments, which were given to heads of families in hopes of making them into farmers and individual landowners; land held in trust for 25 years; became citizens if agreed to act and allotment.
  - Surplus land went to homesteaders creating the “checkerboard affect” that is seen today in many places.
  - Led to the loss of an immense amount of tribal owned land.
- The results of allotment can be seen on the Flathead Reservation in Montana, with a large number of non-Indians owning acres of land within the reservation.

#### Indian (Who or what is it?)

- European derived word and concept.
- Native American, American Indian, Indigenous, First Nations, Anishinaabe, etc ... - All depend on who one is referring to and talking to.
- US census: Anyone who identifies himself or herself with being part of the American Indian race; does not denote a scientific or biological definition.
- Tribal community: Has the ability to determine who is and who is not a member.
- Federal/BIA: generally an individual who is a member of a federally recognized tribe, live “near” a reservation, and has ¼ or more Indian ancestry.
- Criminal Jurisdiction: no legislative definition; varies in different acts.

#### Indian Arts and Crafts Act of 1990

- Intended to promote the American Indian artwork and handcraft business, reduce foreign and counterfeit product competition, and halt deceptive marketing practices.
- Prevents non-Indians from selling and marketing non-“authentic Indian” art.

- Discusses penalties for anyone who violates the act.
  - Contains of detailed description of who is an Indian.
- The riders observed different forms of art throughout are travels including Miss Marie Dean's baskets at the United Houma Nation, the Art Department at the Salish-Kootenai College, and various arts from around the United States at the Pow Wow in Seattle.

#### Indian Gaming Regulatory Act of 1988 (IGRA)

- Provide a legislative basis for the operation and regulation of gaming by Indian tribes
  - Established the National Indian Gaming Commission, a federal agency to meet congressional concerns and protect gaming as a means of generating tribal revenue
  - Promote economic development, self-sufficiency, and strong tribal governments
  - Shield tribes from organized crime
  - Assure fairness to operators and players
  - Set up and defined three classes of gaming
- This act allowed for the Confederated Tribes of Grand Ronde to open and operate the Spirit Mountain Casino.

#### Indian Health Service (IHS)

- The primary federal health resource for American Indians and Alaska Natives
  - Created in 1954 and is part of the Department of Health and Human Services
  - Mission: Raise physical, mental, social, and spiritual health to highest level in partnership with American Indians and Alaska Natives.
  - Goal: ensure that comprehensive, culturally acceptable personal and public health services are available and accessible to all American Indian and Alaska Native people.
  - Assists tribes in developing their health programs and provides comprehensive health care services.
  - Has 12 geographic area offices
- Many of the lectures presented at the Native American Health Symposium had to deal with IHS.

#### Indian Reorganization Act of 1934 (IRA)

- Designed to help re-establish self-government and restore to tribes sufficient powers to represent tribal interests in a variety of political and economic circumstances.
  - Developed tribal governments, mostly modeled after that of the United States government, with approval by the Secretary of Interior
  - Ended the allotment process
- This act aided in the forming of tribal governments, which the riders experienced through meeting with tribal government officials.

#### Indian Tribe

- Domestic Dependent Nation with sovereign powers
- Possess a nationhood status and retain inherent powers of self-government
- Can be state recognized, federally recognized, or have no formal recognition.

#### Reservation

- Area of land “reserved” for an Indian band, village, nation, or tribe (or tribes) to live on and use.
  - The Indian tribes, as recognized governments, reserved the land and sovereign rights they had not granted to the United States.
  - Held in trust by the United States for the benefit of the Indians that occupy it.
  - Created by treaties, acts of Congress, executive orders of the President (until 1919), and congressionally authorized actions of the Secretary of Interior.
- The riders visited to the Flathead Reservation and the Grand Ronde Reservation. They traveled through the Wind River Reservation in Wyoming and came very close to other reservations along the trip.

#### Restoration

- Official repeal of termination policy
  - Began in 1970s to restore status as federally recognized tribes
  - Terminated tribes could start seeking restoration of tribal status and all the rights they had prior to termination.
- On November 22, 1983, the Grand Ronde Restoration Act was signed, which repealed the act of termination and re-established the Confederated Tribes of Grand Ronde Community of Oregon.

#### Self-Determination

- Tribes have the authority to control and operate federally funded and administered programs.
- Includes: tribal restoration, self-government, cultural renewal, reservation resource development, self-sufficiency, control over education, and equal or controlling input into all policies and programs arising from the Indian-federal government trust relationship.
- Large movement toward self-determination started in the 1960s.

#### Self-Determination and Education Assistance Act of 1975

- Authorizes the federal agencies to contract with and make grants directly to Indian tribal governments for federal services.
  - Logic is that tribes know best their own problems and can better allocate their resources and energies, compared with decisions made by federal bureaucrats.
  - Allows tribes to take over operations of their own schools
- The riders had the chance to meet tribal communities with their own schools and colleges (e.g. Salish Kootenai College).

#### Sovereignty

- Separateness
- Inherent right or power of self-government
- Tribes possess inherent power over all internal affairs.
- States are precluded from interfering with tribes’ self-government
- Congress has plenary (near absolute) power to limit tribal sovereignty.
- “Sovereignty is the force that binds a community together and represents the will of a people to act as a single entity.” ~ Sharon O’Brien

- “Sovereignty is like a muscle. If you don’t exercise it, it gets weak.” ~ Ken Meshiguad, Chairman Hanahville Indian Community

### Termination

- Policy toward Indian affairs in 1953
  - Resulted in House Concurrent Resolution 108: goal was to end the federally recognized status of Indian tribes and their trust relationship with the United States “as rapidly as possible.”
  - Way to solved the ‘Indian problem’ through forced rapid assimilation.
  - Ended official recognition as tribes and special relationship with the federal government (i.e. no longer Indian); became subject to state laws; and lands were converted to private ownership.
- On August 13, 1953, Congress passed the western Oregon Indian Termination Act, which ended the status and relationship of the Grand Ronde people with the federal government. The termination of the Grand Ronde Tribe led to numerous problems including those relating to land, health, and education.

### Treaty

- Agreement or compact between two sovereign entities.
  - Supreme Law of the Land
  - Not a grant of rights to the Indians, but a grant of rights from them.
  - Official treaty making ended in 1871.
- Many of the tribal communities the riders met entered into treaties with the federal government.

### Tribal Government

- Different forms and leadership approaches (e.g. Representative, Representative/Traditional Combination, General Council, Theocracy, etc.)
  - Indian Reorganization Act governments are closely modeled after the federal government.
  - Activities include: defining membership, regulating domestic relations, prescribing rules of inheritance for reservation land not in trust, levying taxes, conducting elections, managing tribal economic enterprises, etc.
- The riders had the opportunity to meet with members of tribal governments at both the United Houma Nation and Grand Ronde.

### Trust Land

- Indian owned land; title to which is held in trust by the United States.
- Ownership is divided between the federal government, which holds “bare legal title,” and the tribe (or in some cases individual Indians) which holds full equitable title.
- Majority of trust land is reservation land, but not all reservation land is trust land.
- Extends back to trust relationship with federal government’s purpose to prevent unscrupulous business and government interests from wrongfully acquiring Indian lands.

\* All of the information in this text can be found in American Indians: Answers to Today's Questions by Jack Utter, and various other handouts and informational packets obtained along the Legacy Bus Tour. \*